DOCUMENT RESUME

ED 421 817 EC 306 575

TITLE	Early Intervention Service Coordinator's Skills Inventory.
INSTITUTION	Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.
PUB DATE	1998-04-00
NOTE	17p.
AVAILABLE FROM	World Wide Web: http://www.state.pa.us/PA_Exec/Public_Welfare/mypomr.html
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Conflict Resolution; Delivery Systems; *Disabilities; Early Childhood Education; Early Intervention; Family Involvement; Family Programs; *Individualized Family Service Plans; *Integrated Services; Interdisciplinary Approach; Minimum Competencies; *Skill Development; Staff Development; *Staff Role; Student Evaluation; Training; Young Children
IDENTIFIERS	Individuals with Disabilities Education Act Part H; Pennsylvania

ABSTRACT

Developed by the Pennsylvania Department of Public Welfare, this skills inventory addresses skill development for service coordinators in two major areas: technical skills development related to the service coordination duties as defined by state and federal statues and policies, and personal skill development related to attitudes and knowledge about families, disabilities, culture, communication, team dynamics, conflict management, and self care. This inventory addresses skill development in both of these areas through a framework that examines seven major landmarks in the interaction of service coordination and family support. The seven landmarks are: (1) first contact; (2) the multidisciplinary evaluation process; (3) developing the Individualized Family Service Plan (IFSP); (4) implementation and monitoring of the IFSP; (5) handling crisis and conflict; (6) review of the IFSP; and (7) transition. Each landmark section contains the major technical and personal skills that a service coordinator needs to support families during this activity. The inventory is intended to be a self assessment and guide to continued staff development. It is also designed to be used to guide local or regional training efforts for service coordinators. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 817

Early Intervention Service Coordinator's Skills Inventory

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D.M. Houser

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Department of Public Welfare
Office of Mental Retardation
Updated April 1998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Skills Inventory Overview

I. Introduction

Service coordination is defined by federal and state statutes and regulations as well as by early intervention philosophies and best practices. The intent of service coordination is to assist families to access and receive the services, resources and supports that they need for their child's development. The roles of service coordinators are diverse. Service coordinators need skills in two general areas. They need technical skill development related to the service coordination duties as defined by state and federal statutes and policies and personal skill development related to attitudes and knowledge about families, disabilities, culture, communication, team dynamics, conflict management and self care. This inventory addresses skill development in both of these areas through a framework that examines seven major landmarks in the interaction of service coordination and family support. Each of the seven landmarks contains suggested technical skills and suggested personal skills to support the role of the service coordinator.

II. General Roles of Service Coordinators

There are many potential roles for the service coordinators including resource coordinator, time manager, team member, team leader, family educator, gatekeeper, plan developer, and facilitator. There is information in the following documents that will clarify the role of the service coordinator and expand the understanding of the specific skills listed in this document.

EC 306575

- ¥ The Compliance and Monitoring Tool for Early Intervention
- ¥ The Guide for Individual Family Service Planning in Pennsylvania, Campbell, P.
- ¥ Supporting and Strengthening Families, Dunst, Trivette, Deal Ed.
- ¥ OMR Bulletins:

¥ 00-93-16 Surrogates for Infants and Toddlers

¥ 00-94-21 Early Intervention Services,

¥ 00-94-22 Medical Assistance for Service Coordinators

¥ 00-94-29 EIRS Data

¥ 00-95-11 Conflict Resolution

¥ 00-95-24 Due Process

¥ 00-95-03 Screening, Assessment and Evaluation

¥ 00-96-04 IFSP

III. Legal Support

The statutes and legal regulations that reference the role and duties related to service coordination are contained in:

¥ Early Intervention Service Systems Act of 1990 (Act 212)

¥ Individuals With Disabilities Education Act 1997 (Part H/C)

¥ Federal Register 34 CFR Part 303: Early Intervention Program for Infants and Toddlers With Disabilities Final Rules

¥ Family Education Rights and Privacy Act

IV. Learning Tools & Resources

The following documents give both global and specific information about the duties and roles of the service coordinator and information on the early intervention system.

¥ OMR Bulletins

¥ The Compliance and Monitoring Tool for Early Intervention

¥ The Guide for Individual Family Service Planning in Pennsylvania

¥ Supporting and Strengthening Families Dunst, Trivette, Deal Ed.

¥ Medical Assistance Early Intervention Handbook

¥ Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention

Service Coordination, Waisman Center, Wisconsin

¥ Service Coordinator Training Packets (Packets of training materials used in past regional service coordinator training in PA)

V. How to use the Skills Inventory?

This inventory addresses skill development for service coordinators through a framework that examines seven major landmarks in the interaction of service coordination and family support. The seven landmarks are: First Contact, The MDE Process, Developing the IFSP, Implementation & Monitoring of the IFSP, Review of the IFSP, Handling Crisis & Conflict and Transition. Each landmark section contains the major technical and personal skills that a service coordinator needs to support families during this activity.

The inventory is intended to be a self assessment and guide to continued staff development. Service coordinators and their supervisors are encouraged to use this inventory to develop individual training plans. It can also be used to guide local or regional training efforts for service coordinators. The learning tools and resources listed above can be used alone or in combination with planned training events and clinical supervision to support skill development.

Landmark 1: First Contact

Skills

1.01 I understand Service Coordination responsibilities at first contact as defined by Part H/C of the Individual with Disabilities Act (IDEA) and PA Act 212.

1.02 I know the rights and procedural safeguards for parents in early intervention .

1.03 I understand the timelines in completing the Individual Family Service Plan (IFSP) process.

1.04 I can explain the rights and procedural safeguards in early intervention to parents and others who may join the team.

1.05 I can explain the timelines in completing the Individual Family Service Plan (IFSP) process to families and others who may join the team.

1.06 I can explain to families and others who may join the team about the early intervention process and the roles of service coordination.

1.07 I offer families options for information, support, referral, and skill building.

1.08 I can use active listening and observation skills to help families identify issues and concerns.

1.09 I can provide effective home visits that are respectful of the family.

1.10 I work with families to set meeting formats and agendas

1.11 I assist families in preparing for meetings.

1.12 I provide a family-centered approach to early intervention that respectfully supports families.

1.13 I actively promote the principles of culturally competent supports and services.

1.14 I apply strategies unique to specific geographical areas including inner city and rural.

1.15 I understand and can explain the early intervention principles of natural environments, family centered services, and best practice.

1.16 I can establish rapport with families and have effective conversations about their child and family routines.

1.17 I employ effective communication techniques for listening and responding.

Landmark 2: The MDE Process

Skills

2.01 I understand Service Coordination responsibilities at the MDE process as defined by Part H/C of the Individual with Disabilities Act (IDEA) and PA Act 212.

2.02 I understand the issues and procedures of confidentiality.

2.03 I know the services funded by Early Intervention and recognize that families may need to access additional funding sources to meet their outcomes.

2.04 I know what federal, state, and local funding sources exist for families and their eligibility requirements.

2.05 I can explain the role of the service coordinator during the MDE process to families and other who may join the team.

2.06 I can explain the issues and procedures of confidentiality to families and others who may join the team.

2.07 I can explain the services funded by Early Intervention and the additional federal, state and local funding sources that may be utilized to families and other that may join the team.

2.08 I understand the importance of the family as a team member.

2.09 I can ensure that the family's concern's are addressed first and continue to be a priority during the meetings.

2.10 I understand group/team dynamics.

2.11 I understand the various roles people play on teams.

2.12 I employ effective communication techniques for listening and responding.

2.13 I build respectful and beneficial relationships between families and professionals (on a one-to-one, team, agency and interagency basis).

2.14 I am able to determine the composition of the team needed for the MDE as based on families priorities and concerns for their child.

2.15 I understand the issues and procedures of confidentiality.

2.16 I can explain to families and others who may join the team the issues and procedures of confidentiality.

2.17 I respond to diversity in a culturally competent manner.

2.18 I have sufficient knowledge about child development to read and interpret various evaluation reports and use the information appropriately related to the child's eligibility.

2.19 I have sufficient knowledge about child development to assist the team determine the eligibility of the child for early intervention services.

2.20 I can prepare written documents that are effective in communicating child development and eligibility with families.

2.21 I understand and can explain the difference between evaluations for eligibility and functional evaluations for intervention.

2.22 I can assist team members to prepare their written MDE report in a family-centered, strengths based format that reflects the family's identified outcomes.

2.23 I apply methods of organization to streamline tasks.

2.24 I practice time management techniques.

2.25 I can assist team members in understanding the family's identified outcomes.

Landmark 3: Developing the IFSP

Skills

3.01 I understand Service Coordination responsibilities related to the development of the IFSP is defined by Part H/C of the Individual with Disabilities Act (IDEA) and PA Act 212.

3.02 I know the rights and procedural safeguards for parents in early intervention .

3.03 I understand the timelines in completing the Individual Family Service Plan (IFSP) process, including extensions beyond the 45 day timeline.

3.04 I understand the procedures in completing the IFSP.

3.05 I understand the issues and procedures of confidentiality.

3.06 I know the services funded by Early Intervention and can explain to families how to access additional funding sources to meet their outcomes.

3.07 I know what federal, state, and local funding sources exist for families and their eligibility requirements

3.08 I can explain to families and others who may join the team the Service Coordinator role as it relates to the development of the IFSP.

3.09 I can explain to families and others who may join the team the rights and procedural safeguards for parents in early intervention

3.10 I can explain to families and others who may join the team the timelines in completing the Individual Family Service Plan (IFSP) process, including extensions beyond the 45 day timeline.

3.11 I can utilize and can explain to families and others who may join the team the issues and procedures of confidentiality.

3.12 I can explain the services funded by Early Intervention and the additional federal, state and local funding sources that may be utilized to families and other that may join the team.

3.13 I understand how multiple stressors may affect a family's use of early intervention services and use this information to offer supports.

3.14 I understand the importance of the family as team members.

3.15 I understand team/group dynamics and how they impact on the IFSP meeting.

3.16 I understand the various roles people play on teams and can respond to them effectively.

3.17 I employ effective communication techniques for listening and responding.

3.18 I apply problem-solving and negotiation methods.

3.19 I am aware of diversity and respond to diversity in a culturally competent manner.

3.20 I apply strategies unique to specific geographical areas including inner city and rural.

3.21 I can assist families in preparing for the meeting and include their input in developing the meeting agenda and format.

3.22 I assist the team in maintaining a balanced focus on current and future goals.

3.23 I apply methods of organization to streamline tasks.

3.24 I practice time management techniques.

3.25 I can develop a service coordination plan that promotes active family involvement without supplanting parent responsibilities .

3.26 I support families in identifying their own priorities, concerns, resources, in developing the Individual Family Service Plan.

3.27 I can assure that issues identified in the MDE process are reflected in the IFSP.

3.28 I offer families options for information, support, referral, and skill building.

3.29 I can use observation skills to help families identify strengths and resources in a non-judgmental manner.

3.30 I support identified child and family out comes with community resources and early intervention service options.

3.31 I maintain a current knowledge base of community resources.

3.32 I help team members understand the difference between IFSP activities and on-going progress notes.

3.33 I negotiate the responsibilities necessary to implement the plan.

3.34 I use a systematic method for communicating and coordinating the activities of the providers on a family's team.

3.35 I provide a family-centered approach to early intervention that respectfully supports families.

3.36 I can prepare written documents that are effective in communicating with families.

Landmark 4: Implementing & Monitoring the IFSP

Skills

4.01 I understand how Service Coordination as it relates to implementing and monitoring the IFSP is defined by Part H/C of the Individual with Disabilities Act (IDEA) and PA Act 212.

4.02 I know the rights and procedural safeguards for parents in early intervention .

4.03 I understand the timelines in completing the Individual Family Service Plan (IFSP) process.

4.04 I understand the issues and procedures of confidentiality.

4.05 I can explain to families and others who may join the team the Service Coordinator role as it relates to the development of the IFSP.

4.06 I can explain to families and others who may join the team the rights and procedural safeguards for parents in early intervention .

4.07 I can explain to families and others who may join the team the timelines in completing the Individual Family Service Plan (IFSP) process.

4.08 I can explain to families and others who may join the team the issues and procedures of confidentiality.

4.09 I can explain the services funded by Early Intervention and the additional federal, state and local funding sources that may be utilized to families and other that may join the team.

4.10 I understand how multiple stressors may affect a family's use of early intervention services.

4.11 I understand the importance of the family as team members.

4.12 I employ effective communication techniques for listening and responding.

4.13 I apply problem-solving and negotiation methods.

4.14 I respond to diversity in a culturally competent manner.

4.15 I apply methods of organization to streamline tasks.

4.16 I practice time management techniques.

4.17 I support identified child and family out comes with community resources and early intervention service options.

4.18 I negotiate the responsibilities necessary to implement the plan.

4.19 I assure that team members understand their responsibilities to document progress.

4.20 I use a systematic method for communicating and coordinating information about the activities of the various IFSP providers to each other and to the family.

4.21 I can provide effective home visits that are respectful of the family

4.22 I can prepare written documents that are effective in communicating with families.

4.23 I assist family to evaluate services provided to families.

4.24 I maintain appropriate service logs which document all the service coordination activities provided to the child and family.

4.25 I know the timelines for monitoring IFSPs and assisting the team in meeting deadlines.

4.26 I help prepare families for the initial home /community visit of the various IFSP service providers and monitor ongoing supports.

4.27 I can prepare the family in advance with information on their role and provide anticipatory guidance.

4.28 I provide a family-centered approach to early intervention that respectfully supports families.

Landmark 5: Handling Crisis and Conflict

Skills

5.01 I understand how Service Coordination at due process is defined by Part H/C of the Individual with Disabilities Act (IDEA) and PA Act 212.

5.02 I know the rights and procedural safeguards for parents in early intervention .

5.03 I understand the issues and procedures of confidentiality.

5.04 I can explain to families and others who may join the team the rights and procedural safeguards for parents in early intervention .

5.05 I can explain to families and others who may join the team the issues and procedures of confidentiality.

5.06 I understand how multiple stressors may affect a family's use of early intervention services.

5.07 I understand the various roles people play on teams that can assist or hinder conflict resolution.

5.08 I can explain the Service Coordinator's role during a due process hearing to families and others who may join the team.

5.09 I understand team/group dynamics in times of conflict.

5.10 I understand the importance of the family as team members.

5.11 I employ effective communication techniques for listening and responding.

5.12 I use strategies for preventing and managing conflict.

5.13 I apply problem-solving and negotiation methods.

5.14 I respond to diversity in a culturally competent manner.

5.15 I provide a family-centered approach to early intervention that respectfully supports families.

5.16 I apply effective communication strategies recognize and respect conflicts in values

5.17 I am able to assess and make responsible decisions related to personal safety in community/home settings.

Landmark 6: Reviewing the IFSP

Skills

6.01 I understand how Service Coordination as it relates to reviewing the IFSP is defined by Part H/C of the Individual with Disabilities Act (IDEA) and PA Act 212.

6.02 I know the rights and procedural safeguards for parents in early intervention .

6.03 I understand the procedures and timelines in reviewing the IFSP.

6.04 I understand the issues and procedures of confidentiality.

6.05 I can explain the Service Coordinator's role in reviewing the IFSP to families and others who may join the team.

6.06 I can explain to families and others who may join the team the rights and procedural safeguards for parents in early intervention .

6.07 I can explain to families and other s who may join the team the issues and procedures of confidentiality.

6.08 I can explain to families and others who may join the team the procedures and timelines in reviewing the IFSP.

6.09 I understand the importance of the family as team members.

6.10 I employ effective communication techniques for listening and responding.

6.11 I apply problem-solving and negotiation methods.

6.12 I respond to diversity in a culturally competent manner.

6.13 I apply methods of organization to streamline tasks.

6.14 I practice time management techniques.

Landmark 7: Transition

Skills

7.01 I understand how Service Coordination at transition is defined by Part H/C of the Individual with Disabilities Act (IDEA) and PA Act 212.

7.02 I know the rights and procedural safeguards for parents in early intervention .

7.03 I understand the timelines in completing the transition process.

7.04 I understand the issues and procedures of confidentiality.

7.05 I understand the differences between Part H/C and B of IDEA.

7.06 I know what federal, state, and local funding sources exist for families and their eligibility requirements.

7.07 I can explain the Service Coordinator's role in transition planning to families and others who may join the team.

7.08 I can explain to families and others who may join the team the rights and procedural safeguards for parents in early intervention .

7.09 I can explain to families and others who may join the team the procedures and timelines in transition planning.

7.10 I can explain to families and other s who may join the team the issues and procedures of confidentiality.

7.11 I can explain the differences between infant/toddler services and preschool services in PA to families and others who may join the team; including IEP's, and Least Restrictive Environment.

7.12 I design processes and strategies supporting transitions for the child and family, and with family evaluate their effectiveness.

7.13 I understand the importance of the family as team members.

7.14 I understand team/group dynamics.

7.15 I understand the various roles people play on teams.

7.16 I employ effective communication techniques for listening and responding.

7.17 I build respectful and beneficial relationships between families and professionals (on a one-to-one, team, agency, and interagency basis).

7.18 I apply problem-solving and negotiation methods.

7.19 I respond to diversity in a culturally competent manner.

7.20 I apply methods of organization to streamline tasks.

7.21 I practice time management techniques.

7.22 I provide a family-centered approach to early intervention that respectfully supports families.